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Program Priorities for the 90's

Directions Paper
March, 1991



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



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1991 03 07

To the Chairman and Members,
Development Committee
The Hamilton Board of Education

Ladies and Gentlemen:

Re: Directions Paper

The Program Priorities for the 90's Planning Project was undertaken in the fall of 1990 within the framework of the Board's nine strategic priorities.

From the outset it was considered critical that all constituent groups, including school staff, have an opportunity to provide input into the information-gathering process. This input resulted in a Draft Reflections Paper. Following the validation process, the Reflections Paper was presented to the Development Committee on February 7, 1991.

Subsequently an Advisory Committee was constituted to assist in the preparation of a draft Directions Paper which was reviewed with various constituent groups. Following this process, the Advisory Committee met to revise the paper for presentation to the Development Committee.

Recommendation:

It is recommended that the Program Department Strategic Planning Directions Paper be approved including the specific recommendations contained in the report.

Prepared by:

The Strategic Planning Design Team
Directions Paper Advisory Committee

Submitted by:

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Approved by:

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EXECUTIVE SUMMARY

The strategic planning Reflections Paper, **Program Priorities for the 90's** was presented to the Development Committee of the Board on February 7, 1991. Subsequently, an Advisory Committee was established consisting of representation from: Trustees, the Home and School Association Executive, Federations, Principals/Vice-Principals Associations, the Ministry of Education, McMaster University, Mohawk College, Co-ordinators, Area Supervisors and Senior Management. Following the work of this committee, a **Draft Directions Paper** was prepared for review by each of the constituent groups represented on the Advisory Committee. The revisions to the original **Draft Directions Paper** resulted in this document.

SUMMARY OF RECOMMENDATIONS

It is recommended that the Program Department **Strategic Planning Directions Paper** be approved including the following recommendations:

1. An annual plan be developed outlining **program objectives** for each school year.
Timeline: Beginning September, 1991.
2. A proposal be presented to the Development Committee of the Board outlining a system process for responding to Ministry of Education Program requests.
Timeline: April, 1991.
3. An Action Team be established to review the structure required to connect the processes of **program development** and **program implementation** so that the most effective service is delivered to the classroom teacher and the individual student. This will involve an analysis of the structural links between the Program Department, Area Office Resource Teams and School Implementation plans. (*See Appendix II*)
Timeline: Phase I - June 1, 1991; Phase II - April, 1992.
4. An Action Team be established to develop a comprehensive plan related to **Compensatory Education** and the resourcing of such. (*See Appendix III*)
Timeline: May 31, 1991.
5. An Action Team be established to review the existing delivery model for **Special Education** and to make specific recommendations related to program delivery, planning, identification criteria and process, student placement and review procedures, resource deployment and in-service programs.
(*See Appendix IV*)
Timeline: May 31, 1991.
6. The identified issues related to **Site-Based Management**, raised in the Program Department Strategic Planning Process, be referred to the committees examining these issues. (*See Appendix V*)

7. An Action Team be established to review the existing delivery model for **Gifted Education** and to make specific recommendations related to the identification process, resource deployment, placement, review and program delivery alternatives. (*See Appendix VI*)
Timeline: May 17, 1991.
8. An Action Team be established to develop a comprehensive plan for the delivery of an integrated **Student Support** model at both the elementary and secondary levels. (*See Appendix VII*)
Timeline: June 15, 1991.
9. An Action Team be established to develop a model for **Program Accountability** for new and existing programs. (*See Appendix VIII*)
Timeline: February, 1992.
10. An Action Team be established to review the existing delivery model for **English Second Language** programs and to make specific recommendations related to an effective delivery model, elementary through secondary. (*See Appendix IX*)
Timeline: May 15, 1991.
11. An Action Team be established to develop a comprehensive plan related to all aspects of **Staff Development** and the links between staff development and leadership development. (*See Appendix X*)
Timeline: Phase I - June 1, 1991; Phase II - October 31, 1991.
12. An Action Team be established to develop a comprehensive plan related to all aspects of **Adult and Continuing Education**. (*See Appendix XI*)
Timeline: April, 1991.
13. An Action Team be established to develop a comprehensive plan for the delivery of **Alter Education** programs at the elementary and secondary levels. (*See Appendix XII*)
Timeline: April 30, 1991.
14. The identified issues related to **Personnel Evaluation** raised in the Program Department Strategic Planning Process be referred to the committees examining these issues. (*See Appendix XIII*)
15. The identified issues related to **Program Based Communication** in the Program Department Strategic Planning Process be referred to the committees examining these issues. (*See Appendix XIV*)
16. An Action Team be established to examine the feasibility of establishing a **Distribution Centre** for the sale and distribution of Hamilton-produced Curriculum Materials. (*See Appendix XV*)
Timeline: June 28, 1991.
17. The report of the **Middle School Development Committee** be approved and become the mandate for Middle School programming. (*See Appendix XVI*)

INTRODUCTION

The Board of Education for the City of Hamilton is a dynamic, urban Board offering a full range of programs for both student and adult learners. There are approximately 26,000 elementary and 13,500 secondary students attending 95 schools throughout the system. In addition, over 15,000 adults and young people are served by the extensive services of the Continuing Education Department.

This Board is recognized locally and provincially as a quality educational school system. Members of staff are frequently invited to participate in various Ministry of Education initiatives and are regular contributors to major conferences, workshops and seminars. In addition, there is considerable demand from other Boards for Hamilton - produced curriculum materials.

However, the challenge to this Board of maintaining itself as a vibrant, quality education system is clear. The expectations being placed on education are increasing, not diminishing. Ministry of Education mandates, Board initiatives and interest group requests continue to place additional demands and stress on the curriculum, and on the people who deliver it. At the same time, Hamilton, like other local Boards of Education, is facing significant financial restraints. Provincial funding of education has fallen from approximately 48.3% in 1975 to 28% in 1990. This reduced funding, combined with difficult economic times, make the need to establish key program priorities all the more critical. Strategic planning provides a mandate for such direction.

THE STRATEGIC PLANNING PROCESS

The Program Priorities for the 90's Strategic Planning Project was undertaken in the fall of 1990 within the framework of the Board's nine strategic priorities. The process began with several specific assumptions which were to provide a focus for the data-gathering process.

- The program for the Hamilton Board of Education is built on the Image of the Learner as a self-directed problem solver. It is understood that all employees and students are "learners" in this context.

- We will need to look outward and learn from other organizations and school systems.
- We will continue to be held more accountable for all aspects of our work in education.
- We will continue to be asked to do more with less, both as a system, and as a society.
- We will need valid and reliable data about performance, service and outcomes at all levels.
- The need for more accountability and fiscal responsibility will require a setting of priorities.
- Program prioritization is essential. We must ask ourselves as a system not only what we need to put into the curriculum, but also what we should discontinue.

The project was directed by a **Core Design Team** which worked closely with a **Focus Group** consisting of representatives of the Principal and Vice-Principal Associations (elementary and secondary), Federations and other system partners. The latter group provided on-going advice and direction to the Design Team.

From the outset it was considered critical that all constituent groups, including school staff, have an opportunity to provide input into the information-gathering process. An **Explorer** from each group was trained in the data-gathering process to be used. The explorers were then, in turn, responsible for the submission to the **Audit Team**. In addition to the system submissions, significant input was provided by the Home and School Association Executive and the Special Education Advisory Committee. Their contributions provided an important dimension to the audit process.

The **Audit Team** received over 130 reports by mid-December. The function of this team was to analyze objectively the information submitted and prepare a comprehensive draft audit report which formed the basis of the **Draft Reflections Paper**.

The **Draft Reflections Paper** was then released to the system in early January for review. This was done in the belief that strategic planning can only be effective if it provides the opportunity for initial input followed by an accompanying validation stage.

To this end, each group or school staff was invited to review the **Draft Reflections Paper** and provide reflective comments. In addition to the initial submissions, validation reports were received from subject associations, alternative education personnel, teacher groups, the Finance Department and other interested constituents. In all, over 150 validation reports were received. The **Audit Team** was reconvened to provide a further analysis of the information submitted. The revisions to the original paper resulted in the preparation of the **Reflections Paper** which was presented to Development Committee on February 7th, 1991.

The second stage in the **Strategic Planning Process** was to take the initial strategic issues, identified in the **Reflections Paper** and develop a series of recommendations which could be put into action plans. In order to accomplish this task, an **Advisory Committee** was established in mid-February. This group included representation from: Trustees, the Home and School Association Executive, Federations, Principals and Vice-Principals Associations, the Ministry of Education, McMaster University, Mohawk College, Co-ordinators, Area Supervisors and Senior Management. Following the work of this committee, a **Draft Directions Paper** was prepared for review by each of the constituent groups represented on the Advisory Committee. The Advisory Committee was then reconvened to consider the feedback received in this process. The revisions to the original **Draft Directions Paper** resulted in this document.

WHAT WAS SAID? A SUMMARY OF THE FINDINGS (*Reflections Paper*)

The audit process revealed consistent perceptions of the strengths, needs, trends and priorities of this school system. The degree of consistency among the various groups and constituents was quite remarkable. Particularly encouraging was the high similarity between the system perceptions of itself and those perceptions identified by both the Home and School Association Executive and the Special Education Advisory Committee. Although the responses were not always prioritized in the same way, they did reveal a high degree of congruency. It is interesting to note that the importance of an item was directly related to the proximity of the learner.

Mission and Vision Statements

There was a very clear endorsement of the Board's existing Mission and Vision Statements.

MISSION STATEMENT

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

VISION

"Learning is most important to success in life."

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocusing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

- In imaging the system in the year 2000 the following descriptors were used to portray values associated with the Mission and Vision Statements:
 - Humane
 - Caring
 - Responsive
 - Student-centred
 - Students as problem solvers
 - Creative
 - Cognizant of the role of parents as partners in education
 - Responsive in its relationship with the community
 - Environmentally sensitive
 - Highly accountable
 - Fiscally responsible
 - Empowered
 - Committed to a team approach
 - Collaborative
 - Flexible
 - Adaptable
 - Committed to open positive internal communications
- There is clear indication of **considerable pride** on the part of teachers, support staff, school administrators, central office personnel and senior management for the system in which they work.
- The mandate for **compensatory education** is well rooted in the Value System of this Board; however, there is a strong sense that a reiteration of this Board's commitment in policy and resource allocation requires further articulation for both the elementary and secondary levels.
- Hamilton, as a city board, enjoys a **productive relationship with the community** at large. Close working ties with local post-secondary institutions, community agencies, service organizations and the business community serve the students and families of this community well. Nonetheless, there were strong concerns expressed over the need to improve communications, both within the system itself, and with parents and community groups, organizations and associations. This is particularly true at a time of fiscal restraint.
- The **quality of staff** is clearly seen to be the major strength of this system. Classroom teachers, area resource teams and learning resource staff are seen to be strengths by major stakeholder groups. Significant reference was made by a number of stakeholders to itinerant staff, teacher librarians, educational assistants, curriculum co-ordinators, department heads, psychological services personnel, speech and language pathologists, social workers, adjustment consultants, caretakers, administrative staff and lunchroom supervisors. The roles of the principal and vice-principal were also identified as strengths. Not surprisingly, the support provided by secretarial staff was cited as an important service.

- The quality and diversity of program are recognized as important strengths. Although certain programs were identified more than others, there was a clear sense that elementary and secondary classroom instruction, along with support programs, contributed significantly to the overall quality outcomes of this Board. Particular reference was made to computers, junior kindergarten, kit services and compensatory education.

These system perceptions of program strengths are strongly reinforced by the Home and School Association. The vast majority of the items cited were directly program related. This was also reflected clearly by the Special Education Advisory Committee through its reference to the range of program availability and the leadership provided by the system in establishing specialized programs.

- The impact of societal influences is seen as significant. Further, the increased expectations of the school system as care giver adds further pressure to the already significant demands on educators and support personnel. As much as all staff are sensitive to the needs and interests of students and their families, there is a clear sense that the societal demands of the care giver role can too easily supplant teachers' primary role as educators.
- Difficult economic times and restraint are seen to be major concerns that are affecting, and will continue to affect greatly, the system's ability to deliver quality educational services. Areas of concern include: class size, new and replacement equipment, supplies, program diversity and professional support service personnel.
- A sense of overload is pervasive throughout all levels of the organization. In a period of increasing expectations and diminishing resources, there is a strong sensitivity to not extending the system, and particularly its people, beyond capacity; personnel stress factors could result. While there are many persons who see the need to add new or extend existing programs and services, there exists a strong feeling of the need to consolidate. The organization must not only ask what it wants to add to the curriculum, but what it needs to remove. In so doing, however, consolidation must be a planned, collaborative process.

- The effects of the **information age and technology** have a multifaceted impact. First, there will be significant budget implications related to maintaining and acquiring an appropriate level of technology for use in the classroom as well as acquisitions for administrative/financial purposes, both at the school and system levels. Second, there will be the need for students to be sufficiently computer and technologically literate in order to allow them to be competitive in an ever changing society. And third, there will be an extremely high need for teacher in-service in order that staff can deal with the shifting technology.
- In relation to the issue of **decentralization**, there is a real need for the clarification of both roles and line responsibilities, and system and area responsibilities. This is particularly true related to program implementation. Both middle and secondary school teachers indicate a need for greater resource support from the area resource teams, and from subject specific personnel both at the area and system levels.
- In identifying **site-based management** as a desirable direction, educators emphasized that the term clearly needs to be defined. There is considerable concern regarding the lack of flexibility and control over budget, staffing, program implementation and resources. Any shift in increased flexibility must be accompanied by appropriate in-service plans. Further, there is a need to balance site-based decision making with a degree of system uniformity.
- **Support Staff** emerges as the clearest "must have" at the school level. In-school support priorities include Learning Resource Teachers, Special Education Resource Teachers and Educational Assistants. In the services/counselling area, Adjustment Consultants, Psychoeducational Services Personnel, Speech and Language Pathologists, Social Workers and Guidance Counsellors are considered to be important. The elementary schools clearly indicated that all elementary schools should have a principal and vice-principal where numbers or programs warrant. At both the elementary and secondary levels, in-school administrators should be people with a strong background in program, instruction and management skills.
- Elementary teachers and administrators also expressed **strong need** for itinerant teachers, lunchroom supervisors, staff trained in computer technology, computer technicians, qualified teacher librarians and full time secretaries. There is a strong need at the elementary level for area resource teams that can serve both curriculum and special education requirements.

- Both elementary and secondary teachers, and administrators strongly supported the **role of the subject co-ordinator**; however, there is a clear need for these people to have more of a consultative role as part of their mandate; i.e., availability in schools on a consultative basis.
- **Staff Development** was a clear priority throughout the system. It is worthy of note that teachers, administrators and professional staff saw the need for in-service at two levels: the system and area level as well as the school implementation level. A system/area staff development program, designed for both teachers and administrators is seen as essential in increasing awareness, knowledge and skills related to program implementation, current teaching methodologies, modification of program and pedagogy for special needs students.

This system/area level of in-service requires a long range plan emphasizing the overall effectiveness of curriculum implementation, student assessment and program accountability.

The second element of in-service is required at the **school level**. Principals and teachers see it as critical that each school have a plan or implementation model as well as the necessary time and resources to implement it. The availability of occasional teachers is a critical element in this resource. Without strong leadership and support for principals and teachers in this process, implementation will continue to lag behind the development stage.

- The delivery of **relevant curriculum** is a high priority with all stakeholder and constituent groups. However, the concept of "relevant curriculum" varies among stakeholders. Curriculum must not only be relevant; it must also be highly **skill development oriented**.
- **Cross-disciplinary curriculum** should be encouraged where applicable. This is of particular interest among middle school teachers, administrators and resource staff. Caution must be used, however, in order to maintain subject integrity, particularly at the senior level.

- Although stakeholder groups identified **special education** as a strength, it is an area which is seen to require major **refocusing** and an analysis of the existing mode of delivery. There is a clear recognition that although there are needs for additional services and personnel, there will be a need to analyze the existing deployment of resources.
- Despite the recognition of possible benefits of **integration** and **mainstreaming**, there is a clear sense that there remains the need for **segregated contained classes** for some students with highly specialized requirements. It is not a matter of one delivery mode or the other, but a matter of balance.
- The **neighbourhood school** concept related to exceptional students and English as a Second Language Students is the preferred mode of delivery, especially among elementary school stakeholders. Coupled with this, there is a strong consensus that **transportation** costs of all kinds must be reduced, but in particular, those related to the transport of special education students across the system. However, the latter cannot be at the expense of student needs. We will always require certain specialized system-wide classes.
- There is significant need for an increase in the support for children experiencing **behaviour problems**. In addition, in-service for all staff, and support at the classroom level are seen as critical. These needs are evident both at the elementary and secondary levels.
- There is consensus that the existing delivery mode for **Gifted Education**, including resource allocation, requires careful examination and revision.
- **Planned renewal of the physical facilities** and the **upgrading of equipment** are seen to be high priorities throughout the system. In each school, a fundamental priority must be the well being and safety of the occupants — students and staff alike. This can only be achieved by a planned ongoing maintenance program.
- System stakeholders expressed a clear perception that, as an educational system, Hamilton does not do an effective job of **marketing** itself in terms of its educational goals, philosophy, program strengths and support systems. In periods of difficult economic times and corresponding restraint, it is seen as critical that all elements of this organization explore every opportunity to communicate to the community its strengths as well as its needs. This must be system as well as school commitment.

THE STRATEGIC PLANNING ISSUES

1. **Planning related to program delivery** and the various support services is required at all levels of the organization in order to reduce the sense of overload and stress throughout the system.
2. Program delivery issues related to **centralization and decentralization** need clarification.
3. Further planning and in-service are required in order to facilitate the system's desired shift toward **site-based management**.
4. An analysis of the existing mode of delivery for **special education** is needed.
5. There is a need to have closer ties between the **development and implementation** processes.
6. Given the need for **integrated student support services** at the school level, it is essential that a review be undertaken related to the existing mode of delivery and interaction with the community.
7. There is a need to develop a definition and model for **program accountability**.
8. A review of our existing multicultural education programs and **E.S.L./E.S.D.** delivery models for elementary and secondary schools, and adult learners is required.
9. An analysis of the role of **staff development** related to program implementation is needed.
10. A comprehensive plan related to all aspects of **Adult and Continuing Education** is required.
11. It is important that we recognize and reinforce the knowledge of child development theory as it applies to **Middle School** practice.
12. There is a need to implement a **personnel evaluation** process.
13. There is a need to develop a **program-based communications and public relations** plan at all levels of the organization which allows for recognition of the excellence in our system.

RECOMMENDATIONS :

It is recommended that the **Program Department Strategic Planning Directions Paper** be approved including the following recommendations:

Recommendation:

1. An annual plan be developed outlining **program objectives** for each school year.

Rationale:

In order to assist the system, area resource teams and school implementation teams in their planning, there is a need to identify the major thrust related to program each year.

Timeline: Beginning September, 1991.

Recommendation:

2. A proposal be presented to the Development Committee of the Board outlining a system process for responding to Ministry of Education Program requests.

Rationale:

Given the number of requests that are received from the Ministry of Education for responses to program issues, it is important that there be a process in place which allows for system and community input, where appropriate.

Timeline: April, 1991.

Recommendation:

3. An Action Team be established to review the structures required to connect the process of **program development** with **program implementation** so that the most effective service is delivered to the classroom teacher and the individual student. This will involve an analysis of the structural links between the Program Department, Area Office Resource Teams and School Implementation plans. (See Appendix II)

Rationale:

Given the move toward decentralization, site-based management and program accountability, there will be a need to restructure the existing model. This must be carefully planned; therefore, a two-step implementation process is recommended.

Timeline: Phase I - June 1, 1991; Phase II - April, 1992.

Recommendation:

4. An Action Team be established to develop a comprehensive plan related to **Compensatory Education** and the resourcing of such. (See Appendix III)

Rationale:

Although the mandate for Compensatory Education is part of the fabric of this Board, there is a need to further examine whether the existing criteria, policies and resource allocations are meeting the existing needs.

Timeline: May 31, 1991.

Recommendation:

5. An Action Team be established to review the existing delivery model for **Special Education** and to make specific recommendations related to program delivery, planning, identification criteria and process, student placement and review procedures, resource deployment and in-service programs.
(See Appendix IV)

Rationale:

Although Special Education is seen as a strength in this Board, it is an area which the system views as requiring major refocusing. A thorough analysis of the existing mode of delivery and support services is required.

Timeline: May 31, 1991.

Recommendation:

6. The identified issues related to **site-based management**, raised in the Program Department Strategic Planning Process, be referred to the committees examining these issues. (See Appendix III)

Rationale:

As work continues in this area, it would seem advantageous to integrate the recommendations flowing from the Audit Report with those activities.

Recommendation:

7. An Action Team be established to review the existing delivery model for **Gifted Education** and to make specific recommendations related to the identification process, resource deployment, placement, review and program delivery alternatives. (See Appendix VI)

Rationale:

There was a clear mandate flowing out of the Audit Report that the existing delivery model for Gifted Education requires review. Although Gifted Education is a critical element of the total umbrella of Special Education, it is seen that a separate action team working closely with the Special Education Action Team is required.

Timeline: May 17, 1991.

Recommendation:

8. An Action Team be established to develop a comprehensive plan for the delivery of an **integrated student support model** at both the elementary and secondary levels. (See Appendix VII)

Rationale:

Given the need for integrated support services at the school level, it is essential that a review be undertaken related to the existing mode of delivery and interaction among various services within the Board and the community at large.

Timeline: June 15, 1991.

Recommendation:

9. An Action Team be established to develop a model for program accountability for new and existing programs. (See Appendix. VIII)

Rationale:

The Audit Report reveals a clear consensus for the need for increased program accountability. This includes areas of program evaluation, assessment of student outcomes and the role of standardized testing.

Timeline: February, 1992.

Recommendation:

10. An Action Team be established to review the existing delivery model for English Second Language programs and to make specific recommendations related to an effective program model, elementary through secondary.

Rationale:

The present mode of delivery, reception, orientation and level of resourcing is seen as requiring review. This was supported at all levels.

Timeline: May 15, 1991.

Recommendation:

11. An Action Team be established to develop a comprehensive plan related to all aspects of staff development, and the relationship between staff development and leadership development.

Rationale:

Staff Development is seen as a clear priority throughout the system. Teachers, administrators and professional staff see the need for in-service at the system, area and school levels. Although staff development and leadership development are related, there is a need to develop distinct plans especially as it relates to program implementation.

Timeline: Phase I - June 1, 1991; Phase II - October 31, 1991.

Recommendation:

12. An Action Team be established to develop a comprehensive plan related to all aspects of Adult and Continuing Education. (See Appendix XI)

Rationale:

Adult Education is a growing area of demand universally. It is critical that a comprehensive plan related to Adult Basic Education, Adult English Second Language, Heritage Language, General Interest and a wide range of program offerings under the Continuing Education umbrella be established.

Timeline: April, 1991.

Recommendation:

13. An Action Team be established to develop a comprehensive plan for the delivery of Alter Education programs at the elementary and secondary levels. (See Appendix XII)

Rationale:

The educational needs of young people are highly varied in today's society. Experience and research have demonstrated that there is a need for alternative settings for a significant number of our young people. However, there is a need at this juncture to review the original mandate of the programs and to ascertain what future directions are required.

Timeline: April 30, 1991.

Recommendation:

14. The identified issues related to **personnel evaluation** raised in the strategic planning process be referred to the committees examining these issues. (See Appendix XIII)

Rationale:

Closely associated with the issue of program accountability is the need for personnel accountability. To this end, the issues flowing from the program strategic planning process need to be referred to the departments and committees which are presently developing and implementing a personnel evaluation process at all levels.

Recommendation:

15. The identified issues related to **program based communication** in the program department strategic planning process be referred to the committees examining these issues. (See Appendix IV)

Rationale:

There was a strong sense emerging from the Strategic Planning Process that there was a significant need to positively portray the quality of programming that exists within this Board. As such, the suggestions flowing out of the Audit Process have been identified for consideration in the implementation of the Board's Communications Plan.

Timeline: June 28, 1991.

Recommendation:

16. An Action Team be established to examine the feasibility of establishing a **Distribution Centre** for the sale and distribution of Hamilton-produced curriculum materials. (See Appendix XV)

Rationale:

The quality of Hamilton-produced curriculum materials is recognized provincially. The requests for copies of our documents continues to grow. It would now appear advisable to consider the route that several other boards have gone and that is to sell the materials to other jurisdictions on a cost recovery basis. This approach has been endorsed by the Ministry of Education and is seen as an effective way of reducing the cost of program development.

Timeline: June 28, 1991.

Recommendation:

17. The report of the Middle School Development Committee be approved and become the mandate for Middle School programming.

Rationale:

There has been a concerted effort since the fall of 1983 to develop a comprehensive Middle School program through the work of the Middle School Development Committee. It is our intention to bring forward the report to Development Committee in early spring. This work is highly consistent with the material being developed at the Ministry of Education related to the Transition Years and the work of our Retention Committee. If approved, the program expectations would form the framework for Middle School implementation for this Board for the foreseeable future.

FUTURE DIRECTIONS:

Following the presentation of the **Draft Directions Paper** to the Development Committee, the identified Action Teams will be established. Status reports, and eventually, final recommendations will flow through Senior Management to the Development Committee in a planned series of timelines.

CONCLUSION:

As noted in the **Reflections Paper**, it is the responsibility of the Board to set strategic goals for this system. These goals, however, can only be fully achieved when there exists a strong consensus, involvement, ownership and commitment on the part of the educators and support staff. The further development and implementation of this strategic planning process must therefore be a joint, on-going venture. It is through such a joint process that true accountability to our students, colleagues and community will be achieved.

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ADVISORY COMMITTEE

Adams, Bob	Co-ordinator	McLaughlin, Anne	McMaster University
Aurini, Lee	Principal	McWhinnie, Paul	Trustee
Bain, Ken	Principal	Nanayakkara, Trish	H.W.T.A.
Binns, Rick	Supt. of Schools	Nicholls, Nancy	Supt. of Schools
Bishop, Judith	Trustee	Ophoven, Ted	Principal
Campbell, Marg	Home & School Assoc.	Patenaude Barker, Marie	Trustee
Chapman, Bob	Co-ordinator	Puusepp, Anne	Principal
Clarke, Mary Caye	Trustee,	Quigley, Donna	Area Supervisor
Cole, Diane	Principal	Quinn, Murray	Supt. of Schools
Cunningham, Chuck	Chedoke Hospitals	Rappolt, Gail	Assist. Supt. of Program
Cunningham, Marg	Chairperson of the Board	Rothwell, Don	Supt. of Schools
Douglas, Jim	O.S.S.T.F.	Russon, Debbie	Mngr. Coll. Bargaining
Ende, Rein	O.P.S.T.F.	Rutledge, Greg	Controller of Finance
Gillie, Pat	Supt. of Schools	Schofield, Bryan	Co-ordinator
Hardman, Gary	Manager Purch. Dept.	Scott, Al	Area Supervisor
Hemsworth, Anne	Mohawk College	Scott, Ingrid	Head Librarian, H.P.L.
Hill, Sandy	Trustee	Sheppard, Graham	Mohawk College
Howard, Barbara	Area Supervisor	Sinclair, Bruce	Supt. Human Resources
Irvine, Ray	Area Supervisor	Skidmore, Darrel	Superintendent of Program
Kawai, Rick	Supt. I.M.S.	Sproule-Jones, Linda	Coord. Aff./Act. Pay Eq.
Kerr, Jim	Co-ordinator	Stepien, Monique	A.E.F.O.
Kidd, Connie	Prog. Research Analyst	Stewart, Bob	Trustee
Knowles, Bud	Principal	Stockwell, Al	Associate Director
Kuhn, Brad	Principal	Swan, Lee	Principal
Lavoie, Rosaire	Supt. of Schools	Tessaro, Karla	Vice-Principal
Lepp, Vic	Co-ordinator	Traini, Harry	Co-ordinator
Mair, Bruce	Area Supervisor	Trovato, Joe	Behaviour Consultant
Marshall, Dan	Chairperson of S.E.A.C.	Veerman, Lucy	Budget Manager
Mote, Terry	Mohawk College	Volterman, Jackie	Dist. Comm. Off., OSSTF
McCaughey, Jim	Program Leader, S.Dev.	Weil, Russ	Co-ordinator
McKenzie, Ken	Ministry of Education	Whyte, Giselle	Consultant
McLaren, Wanda	Principal	Woolfrey-Cooper, Linda	Co-ordinator

DEVELOPMENT AND IMPLEMENTATION ACTION TEAM

Strategic Issue:

There should be a two-step process to examine the **structure(s)** required to connect the process of program* development with program implementation so that the most effective service is delivered to the classroom teacher and the individual student.

* "PROGRAM" is deemed to mean services and curriculum.

Short Term:

The Action Team should review the organizational framework linking program development to program implementation. This will involve an analysis of the structural links between the Program Department, Area Office Resource Teams and School Implementation Plans.

Long Term:

Upon the presentation of the recommendations of the other Action Teams, this team should be reconvened to design a new structural and operational model for program development and implementation.

Mandate:

The Action Team should review all elements of the present model including:

- Role responsibilities for resource/support staff (system and area teams);
- Line responsibilities (Who reports to whom?);
- Responsibility of resource allocation (How are resources to be assigned?);
- Responsibility of resource deployment (How are resources to be used?).

Process:

The Action Team is expected to proceed as follows:

1. Review the current literature and research related to school based management;
2. Review the report of the consulting firm regarding decentralization;
3. Review and compare present delivery models in at least five other comparable Boards.
4. Interview Superintendents of Schools;
5. Interview Area Supervisors;
6. Interview randomly selected principals, elementary and secondary;
7. Meet with area resource teams;
8. Provide an opportunity for interested individuals or groups to make a written or oral presentation;
9. Meet with co-ordinators in the Program Department.

Membership:

The Core Action Team should include the following representation:

Core Action Team

Area Supervisor (Chair)
Superintendent of Schools
Curriculum Co-ordinators (2)
Chief Psychologist/Designate
Co-ordinator of Adjustment Services
Co-ordinator of Special Education
Superintendent of Program
Elementary School Principal
Secondary School Principal

Consultation Team

To vet the work of the Action Team and
to be part of the consultation process:

Representative of Finance Department
Representative of Human Resources Dept.
Representative of Staff Dev. Dept.
Adjustment Consultant
Social Worker
Federation Representation (Resource)
Special Education Consultant
Speech and Language Pathologist

Recommendations:

It is expected that the team will make recommendations regarding the following:

- Role responsibilities for all resource/support staff;
- Line reporting process;
- Responsibility of resource allocations;
- Relationships between co-ordinators and area resource teams;
- Role of professional support staff in both curriculum development and implementation;
- Implementation support for all schools (junior, middle and secondary);
- Model for integration of the program department (curriculum, services, special education);
- "Effective Service" as it relates to teacher and student support in program development and implementation.

Timeline:

It is expected that the Action Team will report its findings as follows:

Phase I - May 15, 1991;
Phase II - April, 1992.

COMPENSATORY EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team established to define the term "Compensatory Education" and to develop a resource model which supports the concept.

Mandate:

The Action Team should review all elements of Compensatory Education including:

- Original mandate
- Staffing
- Set of criteria for "Compensatory"
- Resource allocation.

Process:

The Action Team is expected to proceed as follows:

1. Review the current literature and research as to existing exemplary practice;
2. Review and compare present delivery models in at least four other comparable Boards;
3. Meet with the principals' sub-committee on Compensatory Education;
4. Meet with appropriate resource/support staff presently serving Compensatory Education Schools;
5. Maintain close liaison with the Special Education, Alternative Education and Integrated Student Services Action Teams;
6. Review the relationship with outside agencies presently serving compensatory schools;
7. Provide the opportunity for interested individuals or groups to make a written or oral presentation.

Membership:

The team should include the following representation:

Core Action Team

Middle School Principal/Vice-Principal

Junior School Principal/Vice-Principal

Secondary School Principal/Vice-Principal

Trustee

Home and School Association

Consultation Team

Social Worker

Adjustment Consultant

Federation Representative (Resource)

Teachers (2) (Resource)

Superintendent of Schools (Resource)

Representative from the Research Department

This committee should be chaired by an elementary Principal/Vice-Principal.

Recommendations:

It is expected that the team will make recommendations regarding the following:

- A clear definition of a Compensatory School;
- The need for a follow-up policy in this regard;
- Staffing allocations;
- Resource allocations (financial and human).

Timeline:

It is expected that this committee will prepare a Working Paper by May 31, 1991.

SPECIAL EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive plan related to the delivery of all Special Education programs and services.

Mandate:

The Action Team should review all aspects of the Special Education program delivery model including the in-school problem solving process (DART).

- Identification process
- Review process
- Support services
- Behavioural issues
- Concepts of integration/segregation/mainstreaming/intervention/withdrawal
- Resource planning
- Continuum of services (Junior School, Middle School, Secondary School)
- System level programs/Student support services
- Area level programs
- Continuum of Services
- Placement process
- Delivery models
- Resource support

Process:

1. A Core Action Team should create the appropriate number of sub-committees to review the various elements of the mandate.
2. A member of the Core Action Team should also be a member of the sub-committees (possibly chair).
3. The sub-committees should review all of the recent in-house documents and reviews related to the mandate: Special Education Annual Reviews (last five years), DART Review, LRT Review, SERT Review, Transportation Review, Middle School Task Force, Secondary School Study Report, Report on Decentralization, Annual Accessibility Report, etc.
4. Each sub-committee will be expected to review the appropriate in-house documents, current literature and research related to exemplary practice, and appropriate Ministry of Education documents.
5. Each sub-committee is expected to review and compare present delivery models in at least five other comparable Boards.
6. Each sub-committee should meet with appropriate community agencies and organizations where appropriate.
7. Members of the Core Action Team should interview Superintendents of Schools regarding each of the areas identified in the mandate.
8. There should be an opportunity for interested individuals or groups to make a written or oral presentation to the appropriate subcommittee or the Core Action Team.

Membership:

The membership of the Core Action Team should include the following representatives:

- Chairperson of the Special Education Advisory Committee
- Co-ordinator of Special Education
- Chief Psychologist or Designate
- Co-ordinator of Adjustment Services
- Secondary School Principal
- Junior School Principal
- Middle School Principal
- Area Supervisor
- Federation Representative (Resource)
- Ministry of Education Representative (Resource)
- The Ministry of Community and Social Services Representative
- Superintendent of Program (Chair)
- Trustee.

NB Each of the sub-committees should have appropriate representation, both from the system and the community as appropriate.

Recommendations:

The team is expected to make recommendations regarding the following:

- Existing criteria for exceptionality;
- Present testing process;
- The I.P.R.C. process in relation to the D.A.R.T. process;
- The D.A.R.T. as a problem-solving process;
- Staff in-service needs related to program modification;
- Curriculum support for special education programming;
- Tracking process for Exceptional progress;
- The use of I.P.P.'s as it relates to student programming, reporting to parents and the review process;
- Vocational school programming in relation to the transition years and destreaming;
- Program supports for vocational school programs;
- Definitions of integration, mainstreaming and segregated classes;
- The concept of neighbourhood schools related to special education program delivery;
- Transportation of special education students;
- Senior developmentally challenged programming;
- The interface of resource/support personnel at Area Resource Team and school levels;
- The role of speech and language services in the assessment process and classroom delivery;
- Admission/transition process of Exceptional Students from other jurisdictions;
- Accessibility issues;
- Program evaluation;
- Behavioural program needs;
- Behavioural support services;
- Staff in-service needs related to behavioural issues;
- Definition of area classes and system classes;
- Cost effectiveness measures in relation to the grant structure;
- Most effective delivery model(s);
- Responsibility for case management.

Timeline: It is expected that the Action Team will report its initial findings by June 1, 1991, with the remainder of the report to be presented by November 15, 1991.

SITE-BASED MANAGEMENT

Strategic Issue:

Further planning and in-service are required in order to facilitate the system's desired shift toward site-based management.

Recommendations:

The Steering Committee developing the plan to extend site-based management will need to address a number of concerns and considerations as outlined in the **Reflections Paper**.

1. Implementation must be a planned, phased process.
2. It will be essential to examine and re-define existing roles/relationships in light of site-based management and clearly communicate these changes to the system and community.
3. Ongoing in-service and retraining must be provided throughout all phases of implementation.
4. Equity of opportunity for all learners must be maintained in light of school-based management.
5. An ongoing process to assess effectively the success of site-based management as it is piloted and implemented must be put in place. Success must be determined on several parameters:
 - measured student outcomes,
 - cost effectiveness,
 - improvement in program quality,
 - community perceptions and support,
 - consistency of program quality across the system.
6. It is critical that a clear understanding of site-based management, its benefits, shortages, values, etc., be established with the staff, trustees and community.
7. There is a need to maintain an appropriate degree of balance between successful current organizational practices and innovative site-based management practices.
8. The Action Team or Steering Committee will need to address a number of tasks including:

- Establishment of appropriate membership with representation from the following:
 - Senior Management
 - Finance Department
 - Plant Department.
 - Elementary Administration
 - Home and School Association
 - Professional Organizations
 - Program Department
 - Human Resources Department
 - Secondary Administration
 - Information Management Services
 - Teacher Federations
 - Community.
- Establishment of appropriate sub-committees including:
 - Finance
 - Staffing
 - Issue Resolution Task Force
 - Program
 - Staff Development.
- Development of a pilot school program with appropriate support mechanisms including:
 - Selection criteria for schools;
 - Training support including orientation and facilitation;
 - Reporting and review procedures;
 - Negotiated terms and agreements;
 - Access to research on site-based management;
 - Access to existing practices in education and industry;
 - Attention to practical implications for functions such as accounting, personnel issues, office support, etc.;
 - Role of parent and community involvement; e.g., school improvement;
 - Cost analysis of pilots against measured effectiveness;
 - Guidelines for decision-making roles of groups like school improvement councils.
- Establishment of trust among school, area, system and community participants as roles and relationships change, accountability becomes shared and mistakes are made.
- Establishment and maintenance of appropriate timelines for pilot programs with "stop/go" steps included from initiation to expansion or termination.
- An outline of the support requirements of groups including:
 - Senior Management
 - Board of Education Central Office Staff
 - Parents/Community
 - School Staff.
- Personnel Evaluation.

GIFTED EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive plan related to all aspects of gifted education programming.

Mandate:

The Action Team should review all elements of the existing model including:

- identification process
- program expectations
- alternative modes of delivery
- staffing
- resource deployment
- program support
- communication
- accountability.

Process:

The Action Team is expected to proceed as follows:

1. Review the current literature and research regarding both the theory and exemplary practices;
2. Review and compare present delivery models in at least four other comparable Boards;
3. Review present practices within our Board by
 - a) Meeting with appropriate staff presently involved in the delivery of service;
 - b) Meeting with a representative sample of principals/vice-principals (elementary and secondary) regarding program delivery;
4. Consult with representatives from the Association for Bright Children, the Special Education Advisory Committee and other appropriate associations as required;
5. Consult with representatives from post-secondary institutions, the Industry Education Council and other groups to examine the feasibility of a mentorship program;
6. Invite interested individuals or groups to make written or oral presentations to the Action Team;
7. Meet with the Action Team for Special Education on a regular basis.

Membership:

The team should include the following representation:

- Elementary Junior School Principal
- Middle School Principal
- Secondary School Principal
- Teachers (3)
- Curriculum Co-ordinators (2)
- Representative of Home and School Association
- Special Education Consultant
- Co-ordinator of Special Education (Resource)
- Federation Representative (Resource)
- Chief Psychologist or designate (Resource)

This team should be chaired by an elementary school principal.

Recommendations:

It is expected that the team will make recommendations regarding the following:

- Identification process (definition, screening process, testing procedures, ESL/ESD students, compensatory education, S.L.D./Gifted Students);
- Role of the DART and IPRC in the identification and placement process;
- Staffing;
- Allocation and deployment;
- Program support required;
- Resource teacher support required;
- Role of area support personnel for gifted education;
- Program accountability;
- Relationship between junior, middle school and secondary school programs;
- Mentoring programs;
- Role of IPP's in the reporting to parents process;
- Effective modes of delivery (alternative models).

It is expected that the team will prepare a Working Paper by May 17, 1991.

STUDENT SUPPORT SERVICES ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive integrated plan for the delivery of student support services.

Mandate:

The Action Team should review all elements of student support services including:

- Adjustment Services
- Community Agencies
- Guidance Services
- Health Services
- Learning Resource Teachers
- Psychoeducational Services
- Social Work
- Speech & Language Services
- Duplication/Overlap.

Process:

The Action Team is expected to

- 1) Review the current literature and research as to existing exemplary practices;
- 2) Review pertinent legislation related to support services for students;
- 3) Review and compare present delivery models in at least five other comparable Boards to our present practices;
- 4) Review existing practices in our Board related to student support services: essential services, minimum levels of service, priority of service, nature of each service, mode of delivery, clientele being served, relationship to other services;
- 5) Review of support services within the community presently serving the needs of our students;
- 6) Meet with appropriate personnel from outside agencies;
- 7) Maintain on-going liaison with Special Education and Alternative Education Action Teams, E.S.L./E.S.D. Action Team and Gifted Education Action Team;
- 8) Review the work of the Middle School Guidance Committee;
- 9) Review the work of the Retention Committee;
- 10) Provide an opportunity for interested individuals or groups to make a written or oral presentation.

Membership:

Core Action Team:

The membership of the Core Action Team should include the following representation:

- Area Supervisor;
- Learning Resource Teacher;
- Middle School Guidance Counsellor;
- Secondary School Guidance Counsellor;
- Elementary Principal (Chair);
- Secondary School Vice-Principal;
- Co-ordinator of Guidance (Resource);
- Co-ordinator of Adjustment Services (Resource).

Consultation Team

To vet the work of the Core Action Team and to be part of the consultation process.

- Adjustment Consultant;
- Representative from Psychoeducational Services;
- Secondary Principal;
- Middle School Principal;
- Social Worker;
- Speech and Language Pathologist;
- Home and School Association Representative;
- Teachers (3);
- Other resource Board and Community personnel as required.

Recommendations:

It is expected that the Team will make recommendations on the following:

- elements required for area-wide/system-wide support;
- elements of an effective in-school plan for integrated student support services;
- the key elements in developing a school-based assessment of student needs related to support services;
- means of avoiding duplication of services either within the organization or related to available community services;
- identification of case management;
- the role of guidance services related to the Ministry of Education's Formative Years, Transition Years documents and Guidance, 1984;
- role qualifications, clarification and line responsibilities of adjustment consultants, social workers, guidance counsellors, learning resource teachers, psychoeducational services personnel;
- clarification of referral process to outside agencies;
- the feasibility of an inter-agency, inter-board committee;
- relationship of the D.A.R.T. process and a school-based integrated student support services plan.

Timeline:

It is expected that the Action Team will report its recommendations as follows:

Phase I: Initial Working Paper for 1991-92 by May 17, 1991.

Phase II: Final Working Paper by November 30, 1991.

PROGRAM ACCOUNTABILITY ACTION TEAM

Strategic Issue:

There should be an Action Team established to define program accountability and to develop a model to evaluate the effectiveness of new and existing programs.

Mandate:

The Action Team will review all elements of program accountability including:

- Definition
- Components
- Processes/models
- Implementation
- Cost.

Process:

The Action Team is expected to

- 1) **Define** program accountability for the Hamilton Board:
 - 1.1 Review current literature;
 - 1.2 Review current practices in our Board compared to at least two other Boards;
 - 1.3 Invite input from members of the Consultation Team and the community.
- 2) **Design a model** of program accountability for the Hamilton Board of Education:
 - 2.1 Analyze current practice;
 - 2.2 Analyze needs;
 - 2.3 Develop a program accountability model for the Hamilton Board of Education.
- 3) **Evaluate the model:**
 - 3.1 Pilot;
 - 3.2 Review and revise;
 - 3.3 Develop and communicate a plan for implementation of the Hamilton Board of Education program accountability model.

Membership:

Core Action Team (Design and Development):

Assistant Superintendent of Program

Curriculum Co-ordinator

Chief Psychologist

Representative(s) from the Research Department

Area Supervisor

Superintendent of Schools

Consultation Team:

Principal/Vice-Principal (Elementary and Secondary)
Co-ordinator (C. & S.)
Area Superintendent
Ministry of Education
Community College
University
Federations (Resource)
Home and School Association
Special Education Advisory Committee

Outside sources of Information

Technical Expertise

- Provincial Reviews
- O.A.C./T.I.P.
- National/International Reviews (CMEC)
- O.A.I.P.
- E.T.S. (OS)
- Other Boards (2 minimum)
- O.I.S.E.
- Private Consultants
- University Research Departments

Perceptions

- Students
- Parents
- Business
- Industry
- Trustees
- Federations
- Community College
- Universities
- Ministry

Recommendations:

It is expected that the Team will make recommendations regarding the following:

- A clear definition of accountability including the components;
- Role of student evaluation;
- Role of standardized testing in program accountability;
- Role of reviews in program accountability;
- Relationship of C.R.D.I. and program accountability;
- Role of O.A.C./T.I.P. Program;
- Role of Proposed national/international programs;
- Confidentiality (Student, Teacher);
- Role of school reviews in program accountability;
- Role of Benchmarks in program accountability;
- Communication of results to the public;
- Collecting perceptions from our public in a systematic way;
- A plan for implementation;
- A specific model to include: 2.1 - 2.2 - 2.3;
- Possible application to other areas of service;
- Resources required to implement such a model (Human and Dollars);

Timeline:

It is expected that the Action Team will report its recommendations as follows:

- 1) Definition - November, 1991,
- 2) Development - June, 1992,
- 3) Evaluation and Communication - April, 1993.

ENGLISH AS A SECOND LANGUAGE/SKILLS DEVELOPMENT ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive plan related to all aspects of English as a Second Language/Skills Development.

Mandate:

The Action Team will review all elements of the present model including:

- Reception and Orientation
- Staffing
- Program Delivery
- Program Accountability
- Assessment and Placement
- Staff Development
- Resources
- Support Services for E.S.L. students and their families.

Process:

The Action Team is expected to

1. Review the current literature and research including the Board's policy , Towards Race Relations and Ethnocultural Equity and the previous review, Charting a New Course: Education for a Multicultural Society;
2. Review and compare present delivery models in at least three other comparable Boards;
3. Review present practices within our Board;
4. Do an analysis of the grant structure and how it can be maximized in the delivery of service;
5. Ascertain other possible sources of funding;
6. Provide an opportunity for interested individuals or groups to make a written or oral presentation;
7. Work with the action team for Adult and Continuing Education as it relates to E.S.L. programming for adults.

Membership:

The Core Action Team should include the following representation:

Core Group

- Area Supervisor (Chair)
- Principal/Vice-Principal (Junior School)
- Principal/Vice-Principal (Middle School)
- Principal/Vice-Principal (Secondary School)
- Trustee
- E.S.L./S.D. Consultant (Resource)
- E.S.L./S.D. Teachers - 3 (Junior, Middle and Secondary Schools)
- Affirmative Action/Employment Equity Co-ordinator (Resource)

Consultation Team

To vet the work of the Core Action Team and to be part of the consultation process.

- Speech Pathologist
- Learning Resource Teacher
- Social Worker
- Community Members
- Secretary
- Lunchroom Supervisor

- Caretaker
- Representative from the Human Resources Department
- Students

This Committee should be chaired by a Principal or Vice-Principal.

Recommendations:

The team will make recommendations regarding the following:

Reception and Orientation

- The elements of an effective school plan for the orientation of a student and his or her family to the school, school system and community at large;
- The need for support systems; i.e., translators, volunteers, parents, other resources, etc.;
- Provision for continuous entry of students during the school year;
- Need for, and feasibility of, reception centres (including cost analysis);
- Integration of families into classroom life;
- Assessment and Placement Process.

Staffing

- Recruitment practices (including timeline qualifications and certification);
- In-service related to recruitment of staff(fair practices and cultural sensitivity);
- Recruitment as it relates to the Board's policy, "Toward Race Relations and Ethnocultural Equity".

Program Delivery

- The Program Department's role related to curriculum development and implementation;
- An organizational model related to allocation and deployment of resources;
- A program delivery model for elementary and secondary schools for support required for special needs students in E.S.L./E.S.D. programs;
- Program expectations;
- A tracking process for students entering and leaving E.S.L./E.S.D. programs;
- Program evaluation and accountability;
- Role of resource personnel.

Staff Development

- Relationship between in-service for multicultural education and English as a Second Language;
- Cross-cultural understanding as it relates to the needs of E.S.L. students (principals, vice-principals, teachers, resource staff, secretaries, educational assistants, caretakers, lunchroom supervisors, taxi and bus drivers and volunteers);
- Integration of E.S.L./E.S.D. students into regular classes;
- The immigration process;
- Current pedagogy as it relates to the teaching of E.S.L./E.S.D.

Timeline:

It is expected that the Team will prepare a Working Paper by May 15, 1991.

STAFF DEVELOPMENT ACTION TEAM

Strategic Issue:

In an effort to build on the quality programs already in place, there should be an Action Team to develop a comprehensive staff development plan as it relates to both program implementation and leadership development.

Mandate:

The Action Team will review all existing elements of the present modes of staff development including:

- Present use of Resources;
- Staff development links between the Program Department, Area Resource Teams and the Staff Development Department;
- Leadership Development (training, retraining, as it relates to program implementation);
- Criteria for leadership identification for all constituent groups within the system;
- Site-Based Management;
- Support Staff at all levels.

Process:

The Action Team is expected to

- Review the current literature and research as to existing exemplary staff development practice;
- Review and compare the present Board delivery model relative to other comparable Boards;
- Meet with existing Staff Development Department personnel as well as Program Department and Area Office personnel involved in the staff development processes;
- Meet with existing leadership personnel, as well as leadership candidates to obtain both role specific and general leadership criteria and needs;
- Meet with representatives in Board support staff to ascertain their staff development needs;
- Maintain on-going liaison with the Site-Based Management Steering Committee and the English Second Language, Compensatory Education, Alternative Education and Special Education Action Teams.
- Provide an opportunity for interested individuals or groups to make written or oral presentation.

Membership:

Core Action Team

Representative of the Human Resources Department;

Representative of the Staff Development Department.

- Secondary School Department Heads (2)
- H.P.H. Professional Development Committee (2)
- H.S.S.P. Professional Development Committee (2)
- Elementary Teachers (2)
- Curriculum Co-ordinator (2)
- Consultants (2)
- Superintendent of Program
- Superintendent of Schools (chair)
- Trustee.

Consultation Team:

To vet the work of the Core Action Team and to be part of the consultation process.

- Elementary Teachers (3)
- Secondary School Department Heads (3)
- Area Team Consultants (3)
- Federation/University Representatives
- Other resource personnel as required.

Recommendations:

It is expected that the Team will make recommendations regarding the following:

- existing and potential use of staff development resources;
- an inventory of staff development resources outside of the system (e.g., community, Tri-Board);
- the links between Staff Development, within the Human Resources Department, and the Program Department;
- the links between Staff Development, Program Department, Area Resource Teams and school development plans;
- identify the generic and specific skills related to program implementation;
- leadership development programs related to program implementation;
- programs which focus on retraining (teachers, principals, vice-principals and support staff);
- a plan to create a continuum of leadership development for candidates currently in leadership pools (heads, principal/vice-principal);
- skills required for implementation of site-based program management skills (implementation process, program accountability, finance, etc.);
- links with Site-Based Management Steering Committee;
- staff development related to behavioural support;
- staff development related to program modification;
- staff development issues related to the elementary/secondary continuum;
- staff development related to current pedagogy;
- links with leadership: identification process/criteria;
- links with system programs for occasional teachers, custodial staff, secretarial staff, educational assistants, lunchroom supervisors, etc.);
- links between staff development and staff morale/wellness.

Timeline:

It is expected that the Team will make its initial recommendations by June 1, 1991, with final recommendations by October 31, 1991.

ADULT AND CONTINUING EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team to develop a comprehensive plan related to all aspects of continuing education services.

Mandate:

The Action Team will review all elements of the present model including :

- Night School
- Summer School
- Correspondence
- Adult Basic Education
- General Interest Courses
- E.S.L. Adult Education
- Organization of the Department.

Process:

The Action Team is expected to

1. Review the current literature and research as to existing exemplary practices as well as future needs particularly related to adult education;
2. Review and compare present delivery models in at least five other comparable Boards;
3. Review the current paper presently before the Ontario Teachers' Federation on Adult Education;
4. Meet with the principal and appropriate staff at Sherwood Secondary School;
5. Meet with appropriate night school and summer school supervisory staff;
6. Meet with appropriate staff at Fairview, McIlwraith and Southview;
7. Interview secondary school principals, department heads and teachers having adult courses presently offered in their schools;
8. Meet with appropriate community members regarding Heritage Language Programs;
9. Provide an opportunity for interested individuals or groups to make a written or oral presentation;
10. Meet with the Action Team for English as a Second Language.

Membership:

The Team should include the following representation:

- Secondary School Vice-Principal (Chair)
- Middle School Principal
- Middle School Guidance Counsellor
- Secondary School Principal
- Secondary School Guidance Counsellor
- Co-ordinator of Adjustment Services
- Two Curriculum Co-ordinators
- Principal of Continuing Education (Resource)
- Other resource personnel as required:
 - Co-ordinator of Continuing Education
 - Canada Employment Centre Personnel
 - Consultant of English as a Second Language
 - Executive Director of Adult Basic Education Association
 - Ministry of Education
 - Hamilton Literacy Council.

Recommendations:

It is expected that the Team will make recommendations regarding the following:

Night School

- Degree of consistency with day school and summer school credits;
- Minimum size class;
- Supervision; i.e., program and administrative accountability;
- Compensation;
- Number of sites;
- Teacher qualifications.

Summer School

- Degree of consistency with day school and summer school credits;
- Minimum size class;
- Supervision; i.e., program and administrative accountability;
- Compensation;
- Number of sites;
- The need for elementary remedial courses;
- Existing credit structure;
- Analysis of the need for grade 9 credit courses;
- Teacher qualifications.

Correspondence

- Alternative grant structures;
- Alternative modes of delivery;
- Supervision;
- Number of sites.

General Interest Courses

- Process for identifying courses to be offered;
- Length of course offering;
- Registration and materials fees;
- Minimum class size.

Adult Basic Education

- Relationship to day school courses;
- Feasibility of an adult education centre(s);
- Education in the work place - shared cost arrangements;
- English Second Language - Adult Learners;
- Special needs of Adult Learners.

Timeline:

It is expected that the team will prepare a Working Paper by April 1, 1991.

ALTERNATIVE EDUCATION ACTION TEAM

Strategic Issue:

There should be an Action Team established to develop a comprehensive plan for the delivery of alter-education programs at the elementary and secondary levels.

Mandate:

The Action Team should review all elements of the present model and make appropriate recommendations regarding the following:

- Original mandate of the program;
- Locations (geographical, physical);
- Admission criteria (including special needs students);
- Staffing;
- Inter-relationship with community agencies;
- Program expectations;
- Transition support to students;
- Relationship to SALEP, middle schools, programs, secondary schools, transition and adult education;
- Supervisory responsibility;
- Program evaluation;
- Resourcing;
- Process;
- In-service Needs.

The Action Team is expected to

1. Review the current literature and research as to existing exemplary practices;
2. Review and compare the present delivery model in at least three other comparable Boards;
3. Meet with program leaders and staff at existing sites;
4. Meet with selected referral schools and non-referral schools;
5. Meet with a random number of students presently involved in, as well as graduates of the program;
6. Meet with selected community agencies re their direct/indirect involvement in the program;
7. Review the potential Ministry of Education grants related to alternative schools;
8. Provide an opportunity for interested individuals or groups to make a written or oral presentation;
9. Work with the Action Teams for Adult and Continuing Education, and Special Education.

Membership:

Core Action Team

The Core Action Team should include the following representation :

- Middle School Vice-Principal
- Secondary School Vice-Principal
- Middle School Guidance Counsellor
- Secondary School Guidance Counsellor
- Middle School Social Worker
- Middle School Learning Resource Teacher
- Adjustment Consultant
- Secondary School Learning Resource Teacher

Consultation Team

To vet the work of the Core Action Team and to be part of the consultation process.

- Special Education Consultant
- SALEP Consultant
- Curriculum Co-ordinators (2)
- Area Supervisor
- Superintendent of Schools.

This committee should be chaired by a curriculum co-ordinator.

Recommendations:

It is expected that the team will make recommendations regarding the following:

- Program mandate;
- Effective Model(s) for delivery of services;
- Program expectations;
- Program support required for delivery of service;
- Line responsibility (principal, superintendent of schools, program leader);
- Number and location of sites;
- Admission criteria;
- Tracking process for students who enter the program;
- Resource support required;
- Relationship to SALEP, middle schools, secondary schools, vocational schools, adult education, and community agencies, special education and compensatory schools;
- Elements of new model for determining student needs;
- Staffing;
- Program accountability;
- Resource allocation;
- Transition support.

Timeline:

It is expected that the Action Team will prepare a Working Paper by May 1, 1991.

PERSONNEL EVALUATION

Strategic Issues:

The issues listed below related to personnel evaluation should be referred to the **Human Resources Department** for consideration in the strategic planning process. The following suggestions have emanated from the input received in the program strategic planning process. These suggestions should be considered within the context of Sections of the Reflections Paper.

Mandate:

The **Human Resources Department** should review existing evaluation process documents, related issues in the **Education Act** and the following issues identified below:

- Policies and Procedures,
- Accountability,
- Personal Growth and Development,
- Incentives.

Policies and Procedures:

The evaluation process must be positive, supportive, on-going, developmental and collaborative. Agreed upon timelines for the evaluation process must be established. The process should include peer coaching as well as administrative (internal and external) forms of evaluation. Procedures and support strategies for those employees who are unable to meet acceptable standards must be developed.

The following points should be taken into consideration:

- Identify areas for improvement and growth towards acceptable standards, (research based);
- Review contract maintenance component for probationary employees;
- Include parents, peers and trustees in the evaluation process, where appropriate;
- Establish procedures for dismissal where appropriate.

Criteria:

Develop objective criteria for evaluation of all personnel.

The following points should be taken into consideration:

- Set clear goals and objectives;
- Clearly delineate steps towards good achievement;
- Provide direction for goal attainment;
- Communicate process clearly to all involved;
- Ensure process is, and is perceived to be fair and equitable;
- Ensure process adheres to system values and policies including multicultural and gender equity;
- Invite ideas and suggestions from industry and commerce as well as other educational institutions regarding performance appraisals.

Accountability:

Accountability and commitment must be a priority throughout the system. The following points should be taken into consideration:

- Clearly delineate evaluative roles and responsibilities;
- Establish fair and reasonable time frames as outlined in the evaluation procedures;
- System expectations should be a part of the professional evaluation process.

Personal Growth and Development:

Opportunities for ongoing personal growth and development should be integral to the evaluation process. The following points should be taken into consideration:

- Evaluators must receive appropriate inservice training;
- Consistent procedures must be followed;
- Probationary internship programs should be available;
- Resource programs must be established.

Incentives:

Recognition of employee performance and contributions must be practised consistently. These points should be taken into consideration:

- Recognition from those in leadership positions, peers and community is required;
- Job-related experiences, including other Boards, Ministry, Universities, Industry, J.E.P., Reciprocal and Administrative Exchanges opportunities should be available.

PROGRAM BASED COMMUNICATIONS

Strategic Issue:

There is a need to include a strong "program-base" in the Board's communications and public relations plan.

Recommendations:

The following suggestions have emanated from the input in the strategic planning process. These suggestions should be considered within the context of sections 3:11 and 4.5 of the **Reflections Paper**:

1. Review the form and modes of communication presently being used with a view towards a multi-media approach;
- 2.a Investigate a variety of communication models presently in use by other Boards;
- 2.b Select the most effective model(s) on which to base entire action plan;
3. Investigate the possibility of a multi-lingual communication delivery system with a particular reference to the francophone and E.S.L./E.S.D. language communities;
4. Consider a model(s) to address our internal and external publics;
5. Consider the use of outside consultants in public relations and communications development;
6. Meet with internal and external groups/organizations to determine their perspective regarding content and process of our present communications patterns;
7. Review the liaisons in place and possibly needed with various media (print, radio and television);
8. Consider the introduction of a quarterly newsletter/magazine to our publics;
9. Review the process of internal communications, especially between elementary and secondary panels, and the use of electronic mail and fax machines in schools;
10. Consider methods which departments and schools can use to effectively communicate to their respective publics;
11. Consider inservice possibilities for administrators on "how to handle media inquiries";
12. Consider specific target groups which require information, and tailor an approach/model for delivery (simple, direct, informative);
13. Consider possibilities of face-to-face communications with our public; i.e., open forums;
14. Consider a staff development program which would assist each school in better communicating with its community;
15. Consider an evaluation process for a communications plan;
16. Consider having Information Services representation on program implementation teams;
17. Establish links with the **Program Accountability Action Group** ensuring that program evaluations are communicated to the P. R. Group for sharing with internal and external publics.

Many of these concepts have already been modified in the recent communications plan developed by the Information Management Services Department. Nonetheless, the recommendations are offered here for possible inclusion in the implementation process.

CURRICULUM DISTRIBUTION PROCESS ACTION TEAM

Strategic Issue:

There should be an Action Team established to examine the feasibility of establishing a process for Hamilton-produced curriculum materials.

Mandate:

The Action Team will review the following:

- number/amount of materials involved,
- personnel required,
- mechanics of such a process,
- copyright issues,
- cost recovery possibilities.

Process:

1. Review what other Boards are doing in this regard.
2. Review the existing practices and the cost implications.
3. Review copyright.

Membership:

The Team should include the following representation:

- Co-ordinators (2)
- Finance Department
- Research Department.

This committee should be chaired by a co-ordinator.

Recommendations:

It is expected that the Team will make recommendations regarding the following:

- feasibility of a distribution centre,
- costs of documents,
- operating process,
- personnel required,
- cost effectiveness.

Timeline:

It is expected that the team will report its findings by May 31, 1991.

MIDDLE SCHOOL DEVELOPMENT COMMITTEE

Purpose:

- to provide a status report;
- to seek endorsement for the Development Committee's work;
- to outline plans for future presentations to **Senior Management** and the **Board's Development Committee**.

Background:

In 1983, Keith Rielly formed the **Middle School Task Force** to examine the issues of education in the middle grades and to recommend direction for education at this level. Following several years of investigation, a survey was conducted by the Research Department (spring/88) to seek a system response to the proposed directions. In September, 1988, a Middle School consultant was hired to carry out the work of the Task Force. Working with the survey data (fall/88), a group of teachers, administrators, co-ordinators and supervisors developed a set of **Beliefs and Priorities for Action** for Hamilton's middle schools.

In the spring of 1989, the **Beliefs** were endorsed by Senior Management and were presented in September/89 to the Hamilton Board of Education's Development Committee.

A special assignment teacher to implement the **Priorities** was assigned to the Curriculum Department in January/90. In the fall of 1990, a Middle School Development Committee was formed to develop an action plan based on the **Priorities**. The committee is composed of teachers, middle school administrators, co-ordinators and area supervisors. Throughout the development phase, the committee has maintained on-going communication through monthly meetings with middle school administrators, co-ordinators, area supervisors. In addition, one teacher representative from each middle school has been selected to attend a series of meetings (January-June/91). The person will aid the principal by providing on-going liaison between middle school teachers and the Middle School Development Committee.

It is important to note that the directions contained in the **Middle School Development Plan** are based on research, sound educational philosophy and established exemplary practices. They are congruent with the **Formative Years** and the **Transition Years Papers**. It is also important to note that the work supports the data collected in the **Program Priorities Process**.

For purposes of this report, the committee has selected those items from the **Action Plan** which have immediate impact on the system. A copy of the complete **Action Plan** is available upon request.

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